

School Plan for Student Achievement (SPSA) and Annual Evaluation for 2021-2022

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Board Approval Date
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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement).

The School Plan for Student Achievement (SPSA) is a plan of actions designated to raise the academic performance, academic engagement, and the conditions and climate of Megan Cope Elementary. Specifically, the SPSA is aimed at increasing the proficiency level of targeted students in relation to the State’s academic standards. This process begins by identifying the strengths of the school, the lowest achieving students, and the areas of growth for the school. Then through a collaborative process, goals are developed and strategic actions are identified to meet the needs of the identified student groups. As a schoolwide program, Megan Cope is dedicated to carrying out the goals in this plan.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

This school plan is aligned with the District’s Local Control and Accountability Plan (LCAP) and effectively meets the ESSA requirements by determining the root cause(s) responsible for the performance gaps that exist among our most vulnerable populations of students. Through collaboration, our stakeholders examine state and local data as part of a comprehensive and ongoing needs assessment. Within the school plan we have developed goals, evaluated measurable outcomes, strategies, and actions in addition to providing services that align with the district’s vision. We also provide supplemental services that support improved performance for students with additional needs while also developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2021-2022 Plan Summary

The Story

Describe the students and community and how the school serves them.

Megan Cope Elementary is one of thirteen public schools within San Jacinto Unified School District serving the San Jacinto community. Enrollment is approximately 602 students ranging from kindergarten through 5th grades. A summary of student demographics is as follows:

- African American - 8%
- Hispanic/Latino - 73%
- Caucasian - 11%
- Native American - 1%

Asian - 1%
 English Learner (EL) - 22%
 Students With Disabilities (SWD) - 14%
 Socio-Economically Disadvantaged (SED) - 85%
 Foster Care - 3%

Overall, the mission of Megan Cope Elementary is to empower young minds and educate tomorrow's leaders by promoting the fact that all students can achieve at high levels. This begins by growing our capacity to meet the needs of our students through direct supports, parent involvement, and staff professional development.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Thanks to the ongoing collaboration between our Data Analysis Stakeholder Team with our school's stakeholders, the School Site Council (SSC) and our English Language Advisory Council (ELAC) have contributed to the coordination and development of the SPSA, Parent Involvement Plan (PIP), Family Compact, and ByLaws.

The 2020/2021 Megan Cope Elementary SPSA will focus on the goal areas of academic achievement, attendance and engagement, and for the acquisition of the English Language for our EL students. Actions and services will include educator professional development on reading programs/software, regular parent involvement/training, and EL intervention supports.

Goal progress will be continuously monitored by our school stakeholders, Guiding Coalition, SSC, and ELAC. Progress monitoring will be based upon student data, which will derive from multiple measures including iReady diagnostic assessments, grade level common formative assessments, CAASPP results, EL progress monitoring tools, and school site attendance data.

Needs Assessment -- Review of Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

The academic goal for the 2020/2021 SPSA focused upon students increasing performance in the ELA and math assessments by 10%. Because CASSPP was not implemented for the 2019/2020 and the 2020/2021 school years assessment results could not be obtained. However, the school site did experience academic progress for the target groups as measured by local tools (iReady). The 20/21 SPSA actions 1.1 and 1.3 provided identified students with targeted ELA/math instruction, which contributed to the reported academic growth. To continue the gains, the campus will maintain targeted tier III instruction as well as increase staff capacities with instructional programs. A summary of the school's greatest academic progress is as follows:

Percent of Students Performing At or Above Grade Level

ELA	Group	Beginning of Year	End of Year	Annual Growth
	All Students	31.3%	42.3%	11
	African American	42.2%	45.5%	3.3
	Hispanic/Latino	27.9%	40.7%	12.8
	SWD	21.1%	24.2%	3.1
	SED	29.7%	39.4%	9.7

Math	Group	Beginning of Year	End of Year	Annual Growth
	All Students	16.6%	34.6%	18
	African American	22.2%	40%	17.8
	Hispanic/Latino	14	31.1%	17.1
	SWD	3.5%	7.1%	3.6
	EL	17.4%	28.1%	10.7
	SED	16%	32.3%	16.3

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Academic Performance:

ELA

Based upon the California School Dashboard, student groups that identified the greatest need in English Language Arts are Students with Disabilities (81 points below standard and declined 37.9 points) and are in the “Red” performance category. Student groups in the “Orange” performance in English Language Arts include English Learners (33 points below standard and declined 18.2 points), African American (30.2 points below standard and declined 12.2 points), Socio-Economically Disadvantaged (27.6 points below standard and declined 5.9 points), and Hispanic (25 points below standard and declined 6.9 points).

Math

Based upon the California School Dashboard, student groups that identified the greatest need in mathematics include Students with Disabilities (93.9 points below the standard and declined 26.6 points), African American (49.4 points below the standard and declined 3.3 points), Socio-Economically Disadvantaged (42.9 points below the standard and maintained 2.1 points), Hispanic (41.5 points below the standard and maintained -1.2 points), and English Learners (39.2 points below the standard and maintained -2.4 points) and are in the “Red” performance category. There were no student groups in the “Red” performance in the area of mathematics.

English Learner Progress

Based upon the California School Dashboard, Megan Cope demonstrated 34.6% of English Learners making progress towards English Language Proficiency, but 26.9% of students decreased at least one English Language Progress Indicator. This placed the school in the very low performance level.

Academic Engagement

Based upon the California School Dashboard, student groups that identified the greatest need in attendance, and are in the “Orange” performance category include Hispanic (8.9% chronically absent and increased 1.5%) and English Learners (8.6% chronically absent and increased 3.4%). There were no student groups in the “Red” performance in the area of chronic absenteeism.

Local Performance Indicators:

iReady ELA At or Above Grade Level Percent End of Year

- All Students- 42.3%
- SWD- 24.2%
- AA- 45.5%
- ELL - 25%
- Hispanic/Latino- 40.7%
- SED - 39.4%

iReady ELA Reading Comprehension - Literature At or Above Grade Level

All Students-	Beginning of the Year- 38.5%	End of the Year - 46.1%
SWD-	Beginning of the Year- 23%	End of the Year - 20.6%
AA-	Beginning of the Year- 53.3%	End of the Year - 43.8%
ELL-	Beginning of the Year- 26.1%	End of the Year - 32.5%
Hispanic/Lantino -	Beginning of the Year- 35.6%	End of the Year - 44.1%
SED-	Beginning of the Year- 37.4%	End of the Year - 43.2%

iReady Math At or Above Grade Level Percent End of Year

All Students-	34.6%
SWD-	7.1%
AA-	40%
ELL -	33.3%
Hispanic/Latino-	34.8%
SED -	36.6%

iReady Math Algebra and Algebraic Thinking At or Above Grade Level

All Students-	Beginning of the Year- 25.4%	End of the Year - 36.8%
SWD-	Beginning of the Year- 14.8%	End of the Year - 15.9%
AA-	Beginning of the Year- 24.4%	End of the Year - 32.6%
ELL-	Beginning of the Year- 26.1%	End of the Year - 32.5%
Hispanic/Lantino -	Beginning of the Year- 23.5%	End of the Year - 21.4%
SED-	Beginning of the Year- 25.2%	End of the Year - 34.6%

Chronic Absenteeism

EL chronic absenteeism grew from 4.6% (August, 2020) to 21.2% (April, 2020)
Hispanic chronic absenteeism grew from 4.2% (August, 2020) to 20.5% (April, 2020)

EL Progress Monitoring

4th Grade LAS Percent Proficiency

Speaking-	5.56%
Listening-	11.76%
Reading-	21.05%
Writing-	5.88%
Overall-	6.25%

5th Grade LAS Percent Proficiency

Speaking-	23.08%
Listening-	4.17%
Reading-	12.5%
Writing-	8.7%
Overall-	8.7%

Steps the School is Planning to Take to Address These Area

ELA- Although all student groups demonstrated growth towards the overall percentage of students at or above grade level in the iReady diagnostic, the specific skill of reading comprehension in literature is an area of focus. Specifically, students with disabilities and Hispanic/Latino students declined in performance. To support student gains in reading comprehension the school plans to increase instructional staff capacities in the reading program Learning A-Z (Raz Kids). All students will have access to the program, which allows teachers to monitor student progress. However, it has been identified that staff need professional development on how to effectively utilize the data to inform instruction based upon the needs of the targeted groups.

Math- Although all student groups demonstrated growth towards the overall percentage of students at or above grade level in the iReady diagnostic, the specific skill of reading comprehension in literature is an area of focus. Specifically, Hispanic/Latino students declined in performance. To support gains in mathematics an additional full time intervention teacher will be assigned to Megan Cope. The increase in tier III instructional support is intended to address the math deficits.

Chronic Absenteeism- Chronic absenteeism had a sharp increase during the 2020/2021 school year. With the closure of schools due to the pandemic, the campus had to rely upon parents for support to ensure students were attending school regularly. Through parent and staff surveys it was determined that increased parent engagement and training would assist the need for regular student attendance. Therefore, the school plans to hold on-going parent events that would provide training and development on targeted topics including curriculum, social emotional support, and healthy living.

ELL- Local EL progress monitoring assessments indicated that there is a need for increased EL instructional support for students. Overall student proficiency was below 9% for both grade levels assessed. To support EL students the school plans to provide a full time EL intervention teacher.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps? *Do not include issues beyond our control (parents are not formally educated or students arrive to school unprepared).*

Academics

Based upon the California School Dashboard, all student performance in the area of English Language Arts was in the “orange” performance category. Students with disabilities were in the “red” performance category. There were no student groups two or more performance levels below the all student performance in English Language Arts.

Based on locale indicators (iReady) the school had 46.1% of all students performing at or above grade level in the end of year ELA reading assessment in the area of reading comprehension - literature. In comparison 20.6% of students with disabilities and 32.5% of EL students performed at or above grade level.

Local indicator (iReady)

iReady ELA Reading Comprehension - Literature At or Above Grade Level

All Students-	Beginning of the Year- 38.5%	End of the Year - 46.1%
SWD-	Beginning of the Year- 23%	End of the Year - 20.6%
AA-	Beginning of the Year- 53.3%	End of the Year - 43.8%
ELL-	Beginning of the Year- 26.1%	End of the Year - 32.5%
Hispanic/Lantino -	Beginning of the Year- 35.6%	End of the Year - 44.1%
SED-	Beginning of the Year- 37.4%	End of the Year - 43.2%

Based upon the California School Dashboard, all student performance in the area of mathematics was in the “orange” performance category. There were no student groups in the “red” performance category, and there were no student groups two or more performance levels below the all student performance in English Language Arts.

Based on locale indicators (iReady) the school had 36.8% of all students performing at or above grade level in the end of the year assessment in the area of algebra/algebraic thinking. In comparison 15.9% of students with disabilities and 21.4% of Hispanic/Lantino students performed at or above grade level.

iReady Math Algebra and Algebraic Thinking At or Above Grade Level

All Students-	Beginning of the Year- 25.4%	End of the Year - 36.8%
SWD-	Beginning of the Year- 14.8%	End of the Year - 15.9%
AA-	Beginning of the Year- 24.4%	End of the Year - 32.6%
ELL-	Beginning of the Year- 26.1%	End of the Year - 32.5%
Hispanic/Lantino -	Beginning of the Year- 23.5%	End of the Year - 21.4%
SED-	Beginning of the Year- 25.2%	End of the Year - 34.6%

Academic Engagement

Based upon the California School Dashboard, all student performance in the area of chronic absenteeism was in the “orange” performance category. There were no student groups in the “red” performance category, and there were no student groups two or more performance levels below the all student performance in chronic absenteeism.

Conditions and Climate

Based upon the California School Dashboard, all student performance in the area of suspension rate was in the “blue” performance category. African American and students with disabilities student groups were in the “green” performance category. There were no student groups two or more performance levels below the all student performance in suspension rates.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All student groups at Megan Cope Elementary continue to require support for academic growth. For the 2021/2022 school year, the district office has funded additional site based resources that will address the academic needs of all student groups. This includes two full time intervention teachers as well as a reading program that provides students access to online books and teachers the ability to progress monitor. However, staff professional development on the program has not been provided. Based upon local academic assessments (iReady) the school site’s AA, SWD, EL, Hispanic/Latino and SED groups made progress from the beginning of the school year to the end of the school year measure. However, our SWD and EL student groups did not make comparable progress to all student groups in the ELA reading assessment. Likewise, the school site’s SWD and Hispanic/Latino student groups did not make comparable progress in the local math assessment.

Based upon the ELA/reading data analysis, the school site team will continue to focus upon building the reading comprehension skills for our SWD and EL students. This will begin by bolstering the instructional strategies of our teachers through professional development. Students have access to a program that enables teachers to assess, assign, and monitor student reading. However, the school site’s educational team requires training to appropriately implement the program and analyze targeted student data, which will then inform their instruction based upon the specific needs of the students.

Based upon the math data analysis, the school site team will continue to focus upon targeted instruction for SWD and Hispanic/Latino student groups. This will be accomplished through the additional full time intervention teacher that will be assigned to the school site. With 2 full time intervention teachers the site can identify specific skills that targeted students require additional instruction and provide the necessary support within a small group setting.

Through parent advisory committees and ongoing Coffee with the Principal meetings, the district and school site offer various opportunities for parents to participate in their child’s learning and lend their voice. However, there continues to be a need for further development of our parents' understanding and skills. It has been determined that the school site would benefit from offering ongoing parent classes that provide opportunities for our parent community to gain insight on the school’s instructional practices, curriculum, student health, and strategies to support emotional social/development.

Based upon previous ELPAC assessment results and local progress monitoring indicators, the school site has a continued need for EL supports. Local assessment measures (LAS) were administered to two grade levels this school year. The results indicated that 6.25% of 4th grade students and 8.7% of 5th grade students assessed demonstrated overall proficiency. The site currently participates in daily ELD instruction, in which students are grouped according to need. However, there has been a limited impact on the number of EL students becoming English proficient. Additional instructional supports and resources are needed for the EL student group.

Needs Assessment -- Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

The SSC examines Title I expenditures and practices funded by federal dollars to determine cost effectiveness. During each of the following SSC meetings, progress on the 2020/2021 SPSA goals were discussed:

09/14/2020
09/23/2020
12/09/2020
02/17/2021
05/12/2021

During the final SSC meeting for the 2020/2021 school year, the team analyzed student performance data and completed a goal evaluation to determine the areas of need for the next school year. This meeting was held on 5/12/2021.

During the following ELAC meeting, progress on the 2020/2021 SPSA goals related to EL students were discussed:

10/08/2020
12/15/2020
05/11/2021

During the final ELAC meeting for the 2020/2021 school year, the team analyzed EL student performance data and completed a goal evaluation to determine the areas of need for the next school year. This meeting was held on 5/11/2021.

During Coffee with the Principal meetings, progress on the 2020/2021 SPSA goals were provided to all parents on a regular basis. These meeting dates are as follows:

08/28/2020
09/25/2020
10/23/2020
11/20/2020
12/18/2020
01/15/2021
02/26/2021
03/08/2021
04/16/2021

A staff survey was completed on 4/30/2021 to gauge stakeholder input on needed topics for ongoing parent involvement events. Additionally, a parent survey was completed on 4/30/2021 to gauge stakeholder input on needed topics for ongoing parent involvement events as well as the preference of event format and times.

Impact on the SPSA and the Annual Evaluation

How did these consultations affect the SPSA for the upcoming year?

Through collaboration with the stakeholder groups, a consistent focus was obtained pertaining to the greatest needs for our students. This included continued support for academic growth by increasing the number of students who are at or above grade level standards. Survey results from our staff and parents both indicated a need for increased parent engagement, as well as supports for our parent community. Specifically, parents requested support in curriculum and instruction in math and reading. Additionally, a significant number of parents requested learning opportunities in social emotional well being, educational technology, and healthy living. Lastly, the survey indicated that parents would like supports to be offered after school and in both a virtual and in person format. Finally, input for the groups suggested that our English Language Learners continue to require additional instructional supports for the acquisition of the English Language. By analyzing student performance data, the stakeholders were able to develop informed outcomes regarding the needs of our students. Therefore, these consultations will form the foundation of the goals and actions of the 2021/2022 SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive

Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School for the SPSA Year Through the ConApp:	\$ 95,511
Total Federal Funds Provided to the School from the LEA for CSI:	\$ 0
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:	\$ 95,511

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Annual Evaluation and Needs Assessment for Megan Cope Elementary School

SPSA Year Reviewed: 2020-21

Complete a copy of the following table for each of the school's goals **from the prior year SPSA**. Duplicate the table as needed.

Goal 1 2020-21

SWD, AA, ELLs and SED will increase in ELA by 10% as measured by the CAASPP and local indicators.
 SWED, AA, ELLS, and SED will increase in math by 10% as measured by the CAASPP and local indicators.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1

Annual Measurable Outcomes

Expected	Actual
<p>SBAC ELA Percent Proficient Target</p> <p>SWD-18.3%</p> <p>AA- 46.4%</p> <p>ELL - 10.6%</p> <p>Hispanic/Latino- 47.7%</p> <p>SED - 45.4%</p>	<p>CAASPP was not administered for the 19/20 & 20/21 school years</p>

<p><u>SBAC Math Percent Proficient Target</u> SWD-18.3% AA- 40.9% ELL - 13.1% Hispanic/Latino- 42.2% SED - 38.4%</p>	
<p><u>iReady ELA At or Above Grade Level Percent Target</u> SWD-15.8% AA- 44.5% ELL - 21% Hispanic/Latino- 40.5% SED - 41.4%</p>	<p><u>iReady ELA At or Above Grade Level Percent End of Year</u> SWD- 24.2% AA- 45.5% ELL - 25% Hispanic/Latino- 40.7% SED - 39.4%</p>
<p><u>iReady Math At or Above Grade Level Percent Target</u> SWD- 16% AA- 22.5% ELL - 20.2% Hispanic/Latino- 30.1% SED - 29.8%</p>	<p><u>iReady Math At or Above Grade Level Percent End of Year</u> SWD- 10.5% AA- 50% ELL - 35.6% Hispanic/Latino- 36.3% SED - 36.6%</p>

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
An additional guest teacher will provide small group ELA intervention during the school day on phonics for grades 3-5.	An assigned guest teacher provided small group supports focused on ELA starting 02/08/2021. Covid pandemic and school closures negatively impacted the ability to secure appropriate staffing.	\$16,366	\$4,254

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase Raz Kids program to support guided reading	Program was purchased but implemented on a limited basis due to insufficient professional development.	\$8,439	\$8,439

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

An additional guest teacher will provide small group math intervention during the school day for grades 3-5.	An assigned guest teacher provided small group supports focused on ELA starting 02/08/2021. Covid pandemic and school closures negatively impacted the ability to secure appropriate staffing.	\$16,365	\$4,255
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Evaluation (Goal 1)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Action 1.1- School site had a guest teacher provide targeted small group supports in ELA. Student attendance with the support was taken to track participation. iReady diagnostic assessment data, work completion, and teacher records were used to analyze the achievement of the action.

Action 1.2- Raz-Kids licenses were purchased for students in kindergarten through 5th grade. Student progress was analyzed through Raz-Kids participation and assessment data.

Action 1.3- School site had a guest teacher provide targeted small group supports in math. Student attendance with the support was taken to track participation. iReady diagnostic assessment data, work completion, and teacher records were used to analyze the achievement of the action.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Action 1.1- Covid pandemic and school closures negatively impacted our ability to secure appropriate staffing support. Therefore, actions did not initiate until 02/08/2021. Therefore, the action was not as successful as intended as it was not able to be fully implemented.

Action 1.2- It was determined that the program was not fully implemented due to staff not being adequately trained on the program. There was not sufficient/consistent data able to be obtained to determine the effectiveness of the program for the school site.

Action 1.3- Covid pandemic and school closures negatively impacted our ability to secure appropriate staffing support. Therefore, actions did not initiate until 02/08/2021. Therefore, the action was not as successful as intended as it was not able to be fully implemented.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Action 1.1- Budgeted expenditures were not able to be fully utilized due to staff shortages/ability to secure a full time guest teacher.

Action 1.2- All budgeted expenditures were utilized for this action item.

Action 1.3- Budgeted expenditures were not able to be fully utilized due to staff shortages/ability to secure a full time guest teacher.

Based on this evaluation, an analysis of the California School Dashboard, and the school’s needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Abandon 1.1 for SPSA 2021-2022.

There is a continued need for academic supports. However, it was determined that due to limitations of guest teacher staffing and skills, this action was not able to be fully implemented. Additionally, the district office is providing 2 intervention teachers to be assigned full time to the school site. This will provide the school site with the ability to secure a highly qualified teacher who will be able provide the appropriate and consistent instructional support.

Adapt 1.2 for SPSA 2021-2022.

Due to limitations of a Distance Learning School setting, this action is still in progress and more time is needed to evaluate long term goals. The district office has committed to purchasing the annual licenses for the program. As it was determined that the program was not fully implemented due to a lack of ability to appropriately train teachers. It is proposed to adapt actions to ongoing teacher and parent trainings from the publisher (Learning A-Z). Action will be adapted to Goal 1 in the 2021/2022 SPSA.

Abandon 1.3 for SPSA 2021-2022.

There is a continued need for academic supports. However, it was determined that due to limitations of guest teacher staffing and skills, this action was not able to be fully implemented. Additionally, the district office is providing 2 intervention teachers to be assigned full time to the school site. This will provide the school site with the ability to secure a highly qualified teacher who will be able provide the appropriate and consistent instructional support.

Goal 2 2020-21

Reduce by 3% the Chronic Absenteeism of ELLs and Hispanic/Latino students

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 2

Annual Measurable Outcomes

Expected	Actual
EL chronic absenteeism target 2.9%	EL chronic absenteeism grew from 4.6% (August, 2020) to 21.2% (April, 2020).
Hispanic chronic absenteeism target 1.5%	Hispanic chronic absenteeism grew from 4.2% (August, 2020) to 20.5% (April, 2020).

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase access to electronic devices (tablets/Chromebooks)	Purchased 32 tablets and 122 Chromebooks, which were distributed to students.	\$45,088	\$37,612

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extra duty classified staff member.	School site attendance clerk and parent liaison accompanied district PBIS TOSA and or site administration on home visits. Classified staff tracked attendance and made out reach attempts remotely. Homevisists were scheduled on a weekly basis and targeted students demonstrating the highest need. However, due to the closure of schools all actions were performed during the school day and extra duty pay was not warranted.	\$1,600	\$0

Evaluation (Goal 2)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Action 2.1 - Attendance data was monitored bi-weekly on engagement, daily attendance, and chronic absenteeism with the targeted groups.

Action 2.2 - Attendance data was monitored bi-weekly on engagement, daily attendance, and chronic absenteeism with the targeted groups. Additionally, home visits and outreach was documented in the school attendance system.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Due to school closures contact with identified students was limited. Additionally, it was determined that the outreach and home visits were not effective.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Action 2.2- All actions performed by staff members were conducted within the normal school hours. Therefore, extra duty pay was not warranted.

Action 2.2- All actions performed by staff members were conducted within the normal school hours. Therefore, extra duty pay was

not warranted.

Based on this evaluation, an analysis of the California School Dashboard, and the school’s needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Abandon 2.1 for SPSA 2021-2022.

District office has committed to purchasing additional devices for the school site. Additionally, the action was determined to be an ineffective strategy to increase student engagement/attendance.

Abandon 2.2 for SPSA 2021-2022.

The action was determined to be ineffective and it is anticipated that school will return to full in person instruction and decrease the need for home visits/outreach.

Goal 3 2020-21

Increase ELL reclassification by 10% as measured by the ELPAC
Reduce by 10% the number of ARTEL students

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1

Annual Measurable Outcomes

Expected	Actual
ELPAC Proficiency 44.6%	<p><u>ELPAC Spring Results Not Available at this time</u></p> <p><u>4th Grade LAS Percent Proficiency</u> Speaking- 5.56% Listening- 11.76% Reading- 21.05% Writing- 5.88% Overall- 6.25%</p> <p><u>5th Grade LAS Percent Proficiency</u> Speaking 23.08% Listening 4.17% Reading 12.5% Writing 8.7% Overall 8.7%</p>
<p><u>iReady ELA At or Above Grade Level Percent Target</u> ELL - 21% Hispanic/Latino- 40.5%</p>	<p><u>iReady ELA At or Above Grade Level Percent End of Year</u> ELL - 21.6% Hispanic/Latino- 38.9%</p>

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
An additional instructional staff will provide small group instruction during the school day for RTEL students.	Covid pandemic and school closures negatively impacted our ability to secure appropriate staffing support. Therefore, actions did not initiate consistently. It is anticipated that instructional staffing shortages will continue into the 21/22 school year.	\$11,019	\$1,064

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase materials/resources for parent workshops. These materials will support the at home learning of the online programs.	Workshops still in progress. Meeting with Teacher teams begin 3/29-4/30 to determine parent engagement needs by grade level and support.	\$1,931	\$0

Evaluation (Goal 3)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Action 3.1- Budgeted expenditures were not able to be fully utilized due to staff shortages/ability to secure an additional classified staff.

Action 3.2- Due to health regulations, all parent engagement events were conducted within a virtual format. Therefore, there was not a need for materials/resources.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Action 3.1 - Covid pandemic and school closures negatively impacted our ability to secure appropriate staffing support. Therefore, actions did not initiate consistently. It is anticipated that classified instructional staffing shortages will continue into the 21/22 school year.

Action 3.2 - There was an increase in parent participation with a virtual meeting platform. However, the action did not positively impact the goal as intended.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Action 3.1 - Covid pandemic and school closures negatively impacted our ability to secure appropriate staffing support. Therefore, actions did not initiate consistently. It is anticipated that classified instructional staffing shortages will continue into the 21/22 school year.

Action 3.2 - There was an increase in parent participation with a virtual meeting platform. However, the action did not positively impact the goal as intended.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Abandon 3.1 for SPSA 2021-2022.

There is a continued need for EL instructional supports. However, it was determined that due to limitations of guest teacher staffing and skills, this action was not able to be fully implemented. It is proposed to implement a full time intervention teacher to focus on targeted small group instruction and professional supports for EL students . This will provide the school site with the ability to secure a highly qualified teacher who will be able provide the appropriate and consistent instructional supports.

Continue 3.2 for SPSA 2021-2022.

Due to limitations of a Distance Learning School setting, this action is still in progress and more time is needed to evaluate long term goals. Teacher and parent surveys demonstrate the impact of relevance and effectiveness. This action will be addressed in Goal 2 of the 2021/2022 SPSA to focus

Goals, Actions, Services, and Expenditures for 2021-22

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1 2021-22

We will decrease the distance from standard of our AA, HIS, SWD, EL, & SED in the area of English Language Arts and math by 10 points.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1.6

Identified Need:

Based upon the iReady End of the Year reading diagnostic, 17% of African American, 14% of Hispanic, 23% of SWD, 13% of SED, and 24% of English Learners are two or more grade levels below.

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
iReady - Reading At or Above Grade Level	All Students - 42.3%	Program was not applicable	SWD- 5.8% AA- 42.9% ELL - 11% Hispanic/Latino- 30.5% SED - 31.4%	SWD- 24.2% AA- 45.5% ELL - 25% Hispanic/Latino- 40.7% SED - 39.4%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

Action 1.1

Action/Service	Provide 6 hours of training and support for all teachers through Learning A-Z/Raz-Kids on how to implement the program and progress monitor students.
Person(s) Responsible	Campus administration & site teachers
Task(s) Timelines	Draft professional development calendar - Fall 2021 Coordinate with presenters the professional development calendar - Fall 2021 Implement six 1 hour staff development trainings - August 2021-June 2022 Monitor staff attendance participation - August 2021-June 2022 Monitor staff implementation of the program - August 2021-June 2022
Budget and Source	\$2200 - Title I - 3010

Students to be Served:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Scope of Service:

Select from Schoolwide or Limited to Indicated Student Group/s.

AA, HIS, SWD, EL, & SED	Schoolwide
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Goal 2 2021-22

We will decrease the chronic absenteeism with our AA, HIS, SWD, EL, & SED by 10% as measured school attendance records.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of Standards, 3. Parent Involvement, 4. Student Achievement, 5. Student Engagement

Local Priorities: Goals 1.1, 1.6, 2.1, 2.4, 2.7, 3.1

Identified Need:

Chronic absenteeism grew from 4.9% to 18.7% overall for the school site. Additionally, through a parent and staff survey, it was determined that parent engagement and training would assist with supporting student needs as well as encourage regular school attendance. Based upon initial parent survey results, participants indicated a strong interest in workshops focused on instructional strategies (reading 61%, math 73.2%), and SEL supports (65.9%)

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Schoolzilla-Chronic Absences	2020/2021 All Student Chronic Absence Rate: 18.7%	EL- 11.6% SWD- 11.1% SED - 8.3% His - 9.8% AA - 9.5%	EL- 5.9% SWD- 3% SED - 4% His - 4.5% AA - 7.6%	EL- 20.6% SWD- 31.1% SED - 19.7% His - 20.5% AA - 22.6%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

Action 2.1

Action/Service	Staff extra duty hours for presentation of topics, child care, and materials/supplies for school site parent engagement nights.
Person(s) Responsible	Campus administration, classified district staff, certificated district staff
Task(s) Timelines	Draft parent involvement event calendar - Fall 2021 Identify presenters for parent events - Fall 2021 Implement monthly (10) parent involvement events - August 2021-June 2022 Monitor parent attendance/participation - August 2021-June 2022 Monitor student attendance/engagement - August 2021-June 2022
Budget and Source	\$2,500 - Title I - 3010

Students to be Served:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Scope of Service:

Select from Schoolwide or Limited to Indicated Student Group/s.

AA, HIS, SWD, EL, & SED

Schoolwide

Goal 3 2021-22

Increase ELL reclassification by 10% as measured by the ELPAC & Reduce by 10% the number of ARTEL students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services, 2. Implementation of Standards, 4. Student Achievement

Local Priorities: Goal 1

Identified Need:

According to the initial results of the LAS EL assessment tool, only 6.25% of our 4th grade EL students and 8.7% of our 5th grade EL students demonstrated scores in the proficiency range. Additionally, only 29.2% of the school's EL students performed at or above grade level in the iReady end of year assessment.

LAS Percent Proficient (4th)

Speaking	5.56%
Listening	11.76%
Reading	21.05%
Writing	5.88%
Overall	6.25%

LAS Percent Proficient (4th)

Speaking	23.08%
Listening	4.17%
Reading	12.5%
Writing	8.7%
Overall	8.7%

At or Above Grade Level ELA

29.2% (EOY)

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2018-17	2019-20	2020-21
LAS		Program was not applicable	Program was not applicable	4th grade overall proficient 6.25% 5th grade overall proficient 8.7%

ELPAC	English Only 15.3 points below standard (2019)	EL students 47.1 points below standard	EL students 78.6 points below standard	
iReady - Reading At or Above Grade Level	All Students - 42.3%	Program was not applicable	ELL - 11%	ELL - 29.2%

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

Action 3.1

Action/Service	EL intervention teacher to provide additional targeted ELD instruction during the school day.
Person(s) Responsible	Campus administration, certificated staff
Task(s) Timelines	Identify staff member to serve as EL intervention teacher - Fall 2021 Analyze student need to determine initial intervention groupings- Fall 2021 Provide professional development to site staff on ELD - August 2021-June 2022 Progress monitor EL students - August 2021-June 2022
Budget and Source	\$90,811 - Title I - 3010

Students to be Served:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Scope of Service:

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners	Limited to EL students
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned in with the Consolidated Application.

School Goal #1:				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ¹	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
Common Core TOSAs	August - June	\$504,737.03		Title I - 3010
BTSA TOSA	August - June	\$396,026.04		Title I - 3010
Paper Tutoring	August - June	\$229,200		Title I - 3010

School Goal #2:				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ²	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
PBIS TOSAS	August - June	\$236,758.28		Title I - 3010
Cares Solace	August - June	\$23,136		Title I - 3010

¹ List the date an action will be taken or will begin, and the date it will be completed.

² List the date an action will be taken or will begin, and the date it will be completed.

School Goal #3:				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
English 3D Consultant	August - June	\$33,000		Title I - 3010
MTSS Consultant	August - June	\$60,000		Title III - 4203
Rosetta Stone	August - June	\$16,250		Title III - 4203

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to school, e.g. English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

³ List the date an action will be taken or will begin, and the date it will be completed.

State Priorities and Local Indicators

State Priorities (8) & Local Indicators
1. <u>Basic Services</u> : Teachers, master schedule, materials...
2. <u>Implementation of State Standards</u> : Includes ELD, NGSS, SSH in addition to ELA and Math
3. <u>Parent Involvement</u> : Input, training, and participation
4. <u>Student Achievement</u> : Evidence of student work, CFA, benchmarks, CAASPP...
5. <u>Student Engagement</u> : Attendance, Suspension Rate, and Grad Rate
6. <u>School Climate</u> : A local indicator of this state priority includes the Ca. Healthy Kids Survey.
7. <u>Access to Courses</u> : A broad course of study for all students including all subjects and course recovery.
8. <u>Other Student Outcomes</u> : College and Career Indicator

California Dashboard Indicators

Academic Performance
Chronic Absenteeism
College/Career Readiness
English Learner Progress
Graduation Rate
Suspension Rate

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

- 1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
- 3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC 52812* (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC 52176* (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?

- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.

Select from:

This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).

Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).

Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. **(Title III funds may not be consolidated as part of a SWP⁴)**

Title IV, Part A: Student Support and Academic Enrichment Purpose: A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.

For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.

Comprehensive Support and Improvement: [If applicable, included in Budget Summary]

Other federal funds (list and describe). Create a new row for each separate program.

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$93,011	Yes
Title I, Part A: Parental Involvement	\$2,500	Yes

⁴ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Subtotal amount of federal categorical funds allocated to this school.	\$95,511	

State and Local Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).		
Program (from above)	Allocation	Is it consolidated in the SWP?
No funds at this time	[\$Amount of allocation]	[Enter yes or no]
	[\$Amount of allocation]	[Enter yes or no]
	[\$Amount of allocation]	[Enter yes or no]
Subtotal amount of state and local funds allocated to this school.	\$0	

Total of federal, state, and/or local funds for this school:	\$95,511
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Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)	
ELAC President	Elizabeth Castellanos

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 05/12/2021.

Attested:

Tye Allenbrand
Typed name of School Principal

Signature of School Principal

5/12/2021
Date

Elizabeth Castellanos
Typed name of SSC Chairperson

Signature of SSC Chairperson

5/12/2021
Date

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁵ The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Elizabeth Castellanos				X	
Brian Saba				X	
Anna Smith				X	
Tye Allenbrand	X				
Candice Molacek		X			
Lorie Owen		X			
Number of members in each category	1	2		3	

⁵ EC Section 52852

Addendum

The SPSA Template

This SPSA template was adapted from the CDE [SPSA Template](#), and the SBE-approved [LCAP Template](#), and designed to meet the content requirements of *California Education Code* for a School Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.⁶ Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, “Programs Included in This Plan.”
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA, and with information from the CDE “School Plan for

⁶ See “Programs Included in this Plan.” For information on programs in which your school participates, consult your district office.

Student Achievement” presentation⁷, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district’s ConApp.
- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district’s ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with “Goals, Actions, and Services,” “Centralized Services,” “Programs Included in This Plan,” and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

School Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school’s progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school’s progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

For questions related to specific sections of the template, please see instructions below:

⁷ <https://www.cde.ca.gov/fg/aa/lc/documents/schoolplanwebinar.pdf>

Instructions: Table of Contents (adapted from the CDE “Instructions”)

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Plan Summary

The SPSA is intended to reflect a school’s annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district’s LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school’s plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school.

Needs Assessment -- Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section

48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions

The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Schools MUST include information regarding actions and/or services funded by ConApp allocations.

Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

Annual Evaluation and Needs Assessment

The planned goals, expected outcomes, actions/services, and budgeted expenditures should be copied verbatim from the previous year's* Governing Board-approved SPSA; in addition, list the state and/or local priorities addressed by the planned goals.

* For example, for SPSA year 2018/19, review the goals in the 2017/18 LCAP. Moving forward, review the goals from the most recent SPSA year.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?

- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Goals, Actions, and Services

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state’s challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Goal

State the goal. Schools may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA’s LCAP, the goal will usually be a restatement or close version of the LEA goal. When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The SPSA will usually include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities. One goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

[CDE Template note: “Completing this section fully addresses all relevant federal planning requirements.”]

Expected Annual Measurable Outcomes

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year

cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Planned Actions/Services

For Supplemental Actions/Services (those funded by ConApp allocation funds) OR for Comprehensive Support and Improvement Actions/Services (CSI):

Students to be Served

For any action/service funded by the school's ConApp allocations, or any action/service funded by a CSI allocation, in order to close achievement gaps and meet the state's academic standards, the school should identify the student group(s) being served.

(For Actions/Services not funded by ConApp allocation funds or CSI, these boxes do not need to be included.)

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Scope of Service

For each action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, identify the scope of service by indicating "Schoolwide", or "Limited to Indicated Student Group(s)". The school should identify one of the following two options:

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Schoolwide Program, enter "schoolwide".
- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Targeted Assistance Program, enter "Limited to Indicated Student Group(s)".

(For Actions/Services not funded by ConApp allocation funds or CSI, these boxes do not need to be included.)

Actions/Services

For the current SPSA year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal should be grouped together. Schools may number the action/service using the "Action #" box for ease of reference. Actions will often be adapted from the LEA's LCAP for the same goal.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Person(s) Responsible

For the actions to be performed and services provided to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed and services provided to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance

- against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

- iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

A. Developed by the California Department of Education, January 20

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

- 1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
- 3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC 52812* (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC 52176* (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, February, 2019, from the School Plan for Student Achievement prepared by the California

Department of Education, February, 2019. Adapted by E. Williams SJUSD, March 2020.